

Programme Title and Name of Award	MA CREATIVE PRACTICE		
Professional Qualifications / Accreditation	N/A		
Academic Level	Level 7	Total Credits	180 credits
UCAS Code	N/A	JACS Code	W212
Criteria for Admission to the Programme	<p>The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information:-</p> <p>https://www.cumbria.ac.uk/study/courses/postgraduate/creative-practice/</p> <p>For APL, please refer to the University website.</p> <p>A minimum of a 2:2 honours degree, or equivalent. Applicants without formal qualifications will be considered.</p> <p>Each application is assessed individually on its own merit and is subject to an interview with examples of creative practice (portfolio, show reel etc). In exceptional circumstances (eg the case of international applications) this may be undertaken using different means (eg video conferencing). In such a case prior to interview, students must supply an e-portfolio and/or link to website/blog with examples of recent work, which will be the focus of discussion during the interview.</p> <p>The programme is taught in English with a substantial written content. Students whose first language is not English are normally required to have one or more of the following qualifications;</p> <ul style="list-style-type: none"> • IELTS 6.5 (No individual score lower than 6.0), TOEFL ibt 87 - With a minimum of 18 for reading and 17 for writing • TOEFL Paper Based Test 567 - With a minimum of 53 for reading and 55 for writing • Pearsons Test of English Academic 59 - Including a minimum of 59 in reading and writing, and no individual 		

	score lower than 5 Advanced standing on the course will be considered in line with the University's APL Regulations and Procedures.
Teaching Institution	University of Cumbria
Owning Department	Institute of the Arts (UCIA)
Programme delivered in conjunction with	N/A
Principal Mode of Delivery	Taught, Face-to-Face, Practice-Based, Independent Learning.
Pattern of Delivery	Full-time, Part-time
Delivery Site(s)	UCIA (Brampton Road Campus)
Programme Length	1 year FT, 2 years PT mode
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	MA Creative Practice (MA) Postgraduate Diploma in Creative Practice (PG Dip) Postgraduate Certificate in Creative Practice (PG Cert)

Programme Features
<p><i>Course Summary</i></p> <p>The MA Creative Practice (MACP) is a best-practice, forward-thinking masters' programme, which complements the existing MA provision within the University of Cumbria Institute of the Arts. The programme is designed to suit students progressing from undergraduate arts studies and mid-career professionals wishing to advance or diversify their creative practice. The MACP provides students with the practical, technical, theoretical and applied knowledge suited to flexible skills development needed within the dynamic and liminal cultural economy.</p> <p>Reflecting the simultaneously fragmentary and convergent conditions of the contemporary creative industries, MA Creative Practice features a multidisciplinary Art, Media & Design field of interests and approaches, supported by a wealth of academic and technical expertise drawn from: <i>Digital Art & Games Design, Film & Television Production, Graphic Design, Illustration, Photography, Travel & Adventure Media.</i></p> <p>Characteristic of the convergence in creative practices typical of the 'cultural logic of late capitalism', the multidisciplinary ethos is a defining feature of the programme, allowing students to develop projects vertically and laterally across and between traditional subject boundaries. Practitioners may also opt to specialise chiefly in one area. Teaching on the MACP</p>

programme is drawn from a diverse mix of Art, Media & Design practitioners and/or actively involved in research at a national or international stage. Hence, students encounter a range of approaches to creative practice and experience a broad spectrum of two-dimensional, three-dimensional and time-based, materials and processes. MACP students have full access to the Audio Visual technical team and industry standard facilities at the Brampton Road campus.

The full-time course is taught over one full calendar year (3 trimesters) and the part-time course over two years (six trimesters). The course starts in September for both modes of study with three distinctive phases leading to the following postgraduate exit awards:

Postgraduate Certificate (60 credits) serves as an introduction to postgraduate study focusing on practical and philosophical bases of creative media practice, alongside an appreciation of theoretical contexts and research methodologies: fostering exploratory approaches to projects and encouraging students to work across traditional boundaries.

UCIA7001 CRITICAL CONTEXTS, CRPR7001 MATERIALS & PROCESSES, plus CRPR7003 MEDIA NARRATIVES or CRPR7002 CREATIVE PRACTICE

Postgraduate Diploma (120 credits) strengthens and advances enquiry and innovation in respect to creative practice continuing to address practical and theoretical concerns, whilst at the same time fostering professional autonomy and entrepreneurship.

UCIA7001 CRITICAL CONTEXTS, CRPR7001 MATERIALS & PROCESSES, CRPR7002 CREATIVE PRACTICE, CRPR7003 MEDIA NARRATIVES, UCIA7002 MA PROJECT PROPOSAL & PROFESSIONAL DEVELOPMENT

Masters (180 credits) extends the development of professional practice in the form of a reasoned, substantial body of completed creative work accompanied by an analytical and reflective deconstruction of practice, framed within the context of current developments in creative practice.

UCIA7001 CRITICAL CONTEXTS, CRPR7001 MATERIALS & PROCESSES, CRPR7003 MEDIA NARRATIVES

CRPR7002 CREATIVE PRACTICE, UCIA7002 MA PROJECT PROPOSAL & PROFESSIONAL DEVELOPMENT, UCIA7003 MA PROJECT

Resources and Facilities

The MA Creative Practice offers a unique arts campus experience, enhanced with the provision of a designated post-graduate base. Taught and practical elements take place at the Brampton Road site, which has a distinguished history as a centre of excellence for creative arts education, and successfully re-branded as the *University of Cumbria Institute of the Arts* (UCIA). The Brampton Road campus is a vibrant arts environment which has an up to date arts library and industry standard studio facilities, including well-equipped Mac and PC computer studios carrying the latest design and multimedia software and high-specification hardware, digital video production and editing suites, motion capture technology and a television studio with a full lighting rig and multi-camera set-up. Students work and study in close proximity to others in the postgraduate community, affording opportunities for cross-discipline exchange, collaboration and further media training. To facilitate and support MACP projects students have full access to the Audio Visual (AV) technical team.

Aims of the Programme

The overall aims of the Programme are:

1. To enable students to focus on advancing a creative practice in which they have prior knowledge or experience through previous study or employment.
2. To encourage innovation, artistry and a lateral approach to creative practice; to empower students to develop knowledge of new disciplines and/or work across traditional subject boundaries.
3. To foster systematic investigative and research-based methodologies; to enable students to analyse, theorise, develop and communicate ideas and concepts at an advanced level.
4. To examine the interrelationship between theory and practice; to encourage students to contextualise their creative practice as a cultural, intellectual and professional activity.
5. To encourage personal drive, independent learning and entrepreneurship through planning and implementing tasks at a professional or equivalent level.
6. To provide a supportive environment for students to advance critical insights in respect to a professionally orientated creative practice and/or further academic study.

Level Descriptors

At Level 7 (Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes
- Accept accountability for decision making including the use of supervision
- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for students to develop and demonstrate the following:

K1. Systematic knowledge and critical awareness in the selection and deployment of research methodologies applicable to their creative practice.

K2. Advanced synthesis and review: cultivated powers of critical reasoning in respect to

analysis of cultural texts, visual and academic written communication and presentation.

K3. Contextual framing; knowledge and understanding of theoretical, cultural and ethical contexts in respect to their own and broader aspects of contemporary creative practice.

K4. Relational knowledge and underpinning: understanding the connection between theory and practice, with practice being guided by theoretical and/or philosophical considerations.

K5. Originality and versatility in the selection and mastery of materials and processes to elicit innovative responses to creative briefs.

K6. Advanced reflection and mediation on inherent strengths and weaknesses of practical and theoretical project work, identifying opportunities for further development.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for students to develop and demonstrate the following:

S1. *Interpersonal skills*, including: emotional intelligence and integrity, drive and motivation, effective listening and communication, reliability, negotiation and collaboration.

S2. *Advanced communication skills*: to structure and articulate ideas and arguments clearly to an audience; understanding the requirements and needs (eg technical and non-technical) of different audiences; making effective use of body language and presentational style.

S3. *Advanced project planning and monitoring skills*, including; self-direction, preparing briefs, documentation, time management, decision making, co-ordination and resource management, contingencies response and lateral thinking.

S4. *High level digital skills and IT literacy*; technical dexterity, flexibility and efficiency to access relevant data and present information appropriately.

S5. *Professional standards of presentation*; organisation and design in regard to the dissemination, promotion, exhibition and/or publication of creative media materials.

S6. *Entrepreneurial skills*, which may include; a willingness to nurture and/or launch a new venture, an understanding of where to access support for enterprise, awareness of funding mechanisms and approaching outside bodies agencies.

S7. *Independent learning and/or strategic planning required for continued professional development* including, an awareness of; personal strengths and the competencies needed for current and future roles, the potential of changing technologies and processes.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

The following reference points were used in designing the course;

- QAA Masters Degree Characteristics 2010
- QAA Quality Code for Higher Education: Part A Setting and Maintaining Academic

Standards 2014

- QAA National Qualifications Framework
- Subject Benchmark Statement: Art & Design 2008
- Subject Benchmark Statement: Communication, Media, Film & Cultural Studies 2008
- Subject Benchmark statement: Architecture
- Subject Benchmark Statement: Master's degrees in computing 2011
- University of Cumbria: MA Contemporary Fine Art Programme Specification
- University of Cumbria: Academic Regulations
- University of Cumbria: Learning & Teaching Plan 2012 - 2017
- University of Cumbria Curriculum Review: Employability & Enterprise Skills
- University of Cumbria: Employability Plan 2012 - 2017

Teaching, Learning and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

Teaching & Learning

The MA Creative Practice provides a context and supportive environment in which students can appreciate the benefits of critical self-reflection and cultivate the practical and theoretical expertise needed to become reflective practitioners. The course pedagogy encourages multidisciplinary, lateral approaches to creative practice through a structured timetable of theoretical lectures, practical workshops, student-led, peer-to-peer seminars, visiting speakers, action based and experiential research, self-directed and tutorial based learning. The breadth of input from staff and the multiple mechanisms of engagement support are intended to optimise learning opportunities across all practical and theoretical activity.

Synthesis of theory and creative practice is integral to the course design; hence, cultural and visual discourse is a taught component throughout the core of the programme. Students are encouraged to engage fully in these processes, to develop self-awareness and embed skills, which will contribute to their professional progression and life-long learning. To encourage ongoing dialogue and review, students create, maintain and share a research blog throughout their time on the course.

The MA Creative Practice programme is designed in such a way that at each stage students take increasing responsibility for their own learning and professional development, leading to Masters Level which involves students carrying out a self-initiated major project, published or exhibited to a high professional standard, with an accompanying substantial critical appraisal.

A major strength of the MA programmes is its collaborative nature through inter-disciplinary teaching, bringing all of the subject areas together through the UCIA modules which run throughout all three trimesters. The UCIA modules provide common delivery of key critical and contextual studies while sharing the opportunity for seminar discussions and inter-disciplinary approaches to both research and production culminating in a group final exhibition.

Assessment

Assessment criteria are published within the module briefs and/or module guides and are closely linked to the specific aims and learning outcomes established at each course stage, traceable to the broader aims of the MA Creative Practice programme outlined in the specification document. In accordance with University of Cumbria academic regulations, at postgraduate level the module pass mark is set at 50%.

Assessment on the MA Creative Practice programme is comprised of both formative and summative methods.

Formative assessment is generally concerned with ongoing progress. The regular formative review of students' academic and project work, which is either in draft form or in the process of being completed is an important part of the learning process. This may be in the form of negotiated briefs, peer or self-critiques and tutor feedback (verbal and/or written). Formative assessment is used to:

- i) encourage the development of subject specific intellectual and practical skills; to help students acquire the knowledge they need for summative assessment.
- ii) encourage the development and practice of inter-personal skills such as working in teams, giving presentations, leading and contributing to seminars.

Summative assessment is chiefly concerned with evaluating performance, the quality and substance of work completed by the student, in line with the criteria for the programme of study, cross-referenced against individual module aims and learning outcomes. Opportunities for summative assessment may include; transferable and/or employability skills (embedded in assignments), formulation of creative briefs, theoretical essays, oral presentations, practical assignments and/or portfolio of discrete tasks, major project and final dissemination of major project. To ensure parity and academic rigour, assessment involves at least two members of staff. Detailed written feedback is provided for the student in response to all work presented. If requested by the student and/or where appropriate, staff will be available for further discussion at a post-assessment tutorial.

It is important to note that all assessment has a diagnostic dimension, which seeks to identify and explore the strengths and weaknesses in students' work with a view to facilitating further development. Within the programme structure, assessment as a formal evaluation is considered as an important learning tool, as much as it is a means to measure achievement.

Student Support

Post graduate students get a comprehensive package of support at the University of Cumbria;

Initial and ongoing induction: Students are inducted during the first few weeks after enrolment in key resource areas for the MA Creative Practice programme: audio visual (AV), computer resource areas and access to the library published and on-line material. Staff aligned to particular modules (eg *CREA7010 Materials and Processes*) may conduct separate inductions in equipment/software use. Prior to joining the course, students undertake a survey of technical skills to identify areas of proficiency and future development, to reinforce and enhance existing skills and build in opportunities for bespoke or class based media training to facilitate development of cross-curricular projects.

Students have **Embedded Skills Interventions** from designated staff from **Library and Student Services (LiSS)** as part of the induction experience and beyond. Typically this may involve workshop based activities exploring a range of practical, formal and methodological issues pertinent to research at post-graduate level 7. Students can also access individual support from LiSS via email guidance and by face-to-face advice throughout the student journey. Further LiSS learning and skills development workshops may be requested by tutors or directly by the student. These sessions focus on a range of skills; utilizing the library learning resources, academic skills, planning and monitoring of written assignments and introducing the requirements of academic research and writing at Masters level. This may be especially useful to *International Students* where English is not a first language or students who have been out of education for some time.

Accessible Research Material: module leaders will collaborate with LiSS advisers to ensure that programme reading lists are current and items are available via the library collections. In order to maximise availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. Students have full access to a wide range of great electronic content using the OneSearch system. Where appropriate, module bibliographies will be made available to students electronically using the university's online reading list system. Many of the key texts, detailed in module descriptors are available in an accessible e:book format.

Moreover LiSS offer a wide range of **Additional Support**, including; careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. Access university support and facilities easily and quickly via our [help is at hand](#) search. The Skills@Cumbria service can help support the development of academic skills throughout the programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside the programme and by different means such as face to face, email or virtual.

Personal Development Portfolio (PDP) & Research Blog: as part of the meta-cognitive cycle students will be required to keep a digital PDP file, which collates information provided by teaching and auxiliary staff (tutorial records, timetables, readings, workshop information, on-line links etc) together in one place. Students on the MA Creative Practice are also asked to create and maintain a research blog throughout the duration of the course. The blog should be seen as an ongoing resource and a point of dialogue; a means of negotiating, articulating and disseminating creative practice.

Personal Tutor (PT) System: early on in the first trimester students will be allocated a Personal Tutor. This tutor will be involved in the delivery of the programme and will be responsible for support and guidance in respect to learning, development and/or pastoral matters. The PT should be the first port of call should a student have any concerns regarding the course or their ability to engage fully with the programme. If appropriate, the PT will liaise with university services for student support, eg: LiSS, counselling service and SaMIS. The PT will arrange tutorials at least three times in the course of the year but students can request a tutorial at any time should they need it.

Module Tutorials: In addition to the designated PT sessions outlined above each module on the MA Creative Practice programme has space assigned for ongoing diagnostic guidance and support (in respect to module assignments). Tutorials with relevant members of staff are available to students, arranged between the student and the tutor concerned at a time

convenient to both parties.

Programme Curriculum Map ¹					
Academic Level	Module Code	Module Title ²	Credits	Module Status ³	Map to Programme Outcomes ⁴
7	UCIA7001	CRITICAL CONTEXTS	20	Compulsory	K1, K2, K3, K4 S1, S2, S4
7	CRPR7001	MATERIALS & PROCESSES	20	Compulsory	K3, K4, K5, S1, S3, S4, S5
7	CRPR7002	CREATIVE PRACTICE	20	Compulsory	K4, K5, K6 S1, S2, S3, S4, S5
7	CRPR7003	MEDIA NARRATIVES	20	Compulsory	K1, K2, K3, K4, K5, K6 S1, S3, S4, S5
7	UCIA7002	PROJECT PROPOSAL & PROFESSIONAL DEVELOPMENT	40	Compulsory	K1, K3, K4, K6 S1, S2, S3, S4, S6, S7
7	UCIA7003	MA PROJECT	60	Compulsory	K1, K2, K3, K4, K5, K6

¹ This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Process.

² Please refer to the relevant programme webpage on the University's website for summaries of the individual Module Aims.

³ **Core Modules** must be taken and must be successfully passed.

Compulsory Modules must be taken although it may be possible to carry as a fail (if the award permits).

Optional Modules are a set of modules from which you will be required to choose to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module (ie it may be possible to carry as a fail).

Qualificatory Units. These are non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme.

⁴ This column references the Programme Outcomes that will be achieved through successful completion of each module (i.e. through successful completion of the module's summative assessment)

Programme Curriculum Map¹					
Academic Level	Module Code	Module Title ²	Credits	Module Status³	Map to Programme Outcomes⁴
					S3, S4, S5, S6, S6, S7

Programme Delivery Structure (full-time)				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline (FT)
		Trimester		
UCIA7001	CRITICAL CONTEXTS	Trimester 1 (Sept–Dec)	Written assignment (60%) Portfolio (40%)	End of trimester 1
CRPR7001	MATERIALS & PROCESSES	Trimester 1 (Sept–Dec)	Portfolio (50%) Project work (50%)	End of trimester 1
CRPR7003	MEDIA NARRATIVES	Trimester 1 (Sept–Dec)	Project work (70%) Written assignment (30%)	End of trimester 1
Students exiting at this point with 60 credits would receive a Postgraduate Certificate				
CRPR7002	CREATIVE PRACTICE	Trimester 2 (Jan–Apr)	Project work (80%) Presentation (20%)	End of trimester 2
UCIA7002	PROJECT PROPOSAL & PROFESSIONAL DEVELOPMENT	Trimester 2 (Jan–Apr)	Proposal (35%) Written assignment (65%)	End of trimester 2
Students exiting at this point with 120 credits would receive a Postgraduate Diploma				
UCIA7003	MA PROJECT	Trimester 3 (May–Aug)	Project work (75%) Appraisal (25%)	End of trimester 3

Programme Delivery Structure (part-time)				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline (FT)
		Trimester		
UCIA7001	CRITICAL CONTEXTS	Trimester 1 (Sept-Dec)	Written assignment (60%) Portfolio (40%)	End of trimester 1
CRPR7001	MATERIALS & PROCESSES	Trimester 1 (Sept-Dec)	Portfolio (50%) Project work (50%)	End of trimester 1
CRPR7002	CREATIVE PRACTICE	Trimester 2 (Jan-Apr)	Project work (80%) Presentation (20%)	End of trimester 2
Students exiting at this point with 60 credits would receive a Postgraduate Certificate				
CRPR7003	MEDIA NARRATIVES	Trimester 4 (Sept-Dec)	Project work (70%) Written assignment (30%)	End of trimester 4
UCIA7002	PROJECT PROPOSAL & PROFESSIONAL DEVELOPMENT	Trimester 5 (Jan-Apr)	Proposal (35%) Written assignment (65%)	End of trimester 5
Students exiting at this point with 120 credits would receive a Postgraduate Diploma				
UCIA7003	MA PROJECT	Trimester 6 (May-Aug)	Project work (75%) Appraisal (25%)	End of trimester 6

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	By: Module Evaluation Questionnaires, Annual Evaluatory Reports (AER), Annual Programme Review, peer observation, best practice department discussions, external visitor, external examiner reports, student feedback.
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, WBL venues, other stakeholders, etc.	Student feedback sheets used for all teaching and learning events as well as staff/student liaison, and peer review. Students are fully engaged in the appropriate consultative and quality review committees and the outcome of any changes in processes concerning quality management and programme enhancement will be notified to all students immediately. Departments are regularly involved in peer review and meet to discuss and disseminate best practice.

Date of Programme Specification Production:	January 2016
Date Programme Specification was last updated:	08.04.2019
<p>For further information about this programme, refer to the programme page on the University website</p> <p>https://www.cumbria.ac.uk/study/courses/postgraduate/creative-practice/</p>	